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# Regional Agricultural and Natural Resources Sustainable Development Partnership Guidelines and Operating Principles

Implementation Task Force Report

Working Document

February 19, 1998

College of Agricultural, Food, and Environmental Sciences  
College of Natural Resources  
University of Minnesota Extension Service

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# University of Minnesota Regional Agricultural and Natural Resources Sustainable Development Partnerships Guidelines and Operating Principles

## Executive Summary

**Background** The concept of connecting citizens to their land-grant university is as old as the land-grant philosophy itself. This particular approach to active citizen engagement and partnership with the University was developed by a number of University faculty and citizens working through the Minnesota Institute for Sustainable Agriculture over the course of the past five years. This opportunity is the result of funding provided to the University of Minnesota in the 1997 legislative session.

**Purpose** To sustain Minnesota's natural resource-based industries by addressing community-identified issues on an on-going, long-term basis. This will be accomplished in regional/community partnerships with the College of Agricultural, Food, and Environmental Sciences, the College of Natural Resources, and the University of Minnesota Extension Service.

**Principles** This program was established to address locally identified agricultural and natural resource issues in a manner consistent with sustainable development principles. This program will be driven by citizens engaged in an active citizenship participation process.

## Goals

(1) Establish partnerships between the University of Minnesota and Minnesotans in a community and citizen-driven process for identifying and addressing local, regional, and statewide agricultural, environmental, societal, and economic issues.

(2) Direct research, education, and outreach resources to meet agreed-upon local, regional, and statewide needs.

(3) Increase community input and access to the research, education, and outreach capacity of the University of Minnesota.

(4) Foster the development of agricultural and agroforestry systems that increase profitability while enhancing environmental quality and supporting rural communities.

**Structure** A statewide Implementation Task Force was established to oversee the implementation of the process and guide the initial activities of each regional partnership. The role of this task force is to advise, provide leadership, and help create the process that would be used in implementing the citizen-driven Regional Agricultural and Natural Resources Sustainable Development Partnership Initiative. The task force is comprised of individuals representing a broad array of expertise and experience with sustainable development issues, active citizenship involvement and community involvement and organization.

Three pilot regions have been selected serving Southeast Minnesota, Northeast Minnesota, and the Central Region. Two-hundred thousand dollars annually is available for each of the three pilot regions. The activities of each regional partnership will be coordinated by a 15-20 member team comprised primarily of citizens from the region and also will include research and extension faculty from the University of Minnesota.

**Timeline** The Implementation Team is responsible for establishing reasonable operating timelines. The goal is to move the work of this initiative to the regional teams as quickly as possible.



# University of Minnesota Regional Agricultural and Natural Resources Sustainable Development Partnerships Guidelines and Operating Principles

## Mission

The mission of the Regional Agricultural and Natural Resources Sustainable Development Partnership is to support agricultural and natural resources sustainable development by directing the resources of the University of Minnesota College of Agricultural, Food, and Environmental Sciences (COAFES), the College of Natural Resources (CNR), and the University of Minnesota Extension Service (Extension) to address community-identified research, education and outreach needs on an on-going, long-term basis. Three concurrent and coexisting principles of this initiative are:

- (1) A richer and more vibrant partnership with the citizens of the region and their land grant university;
- (2) Addressing agriculture and natural resources issues in a manner consistent with sustainable development principles; and,
- (3) Working in an active citizenship participation mode.

## Legislative action creating partnership concept

The 1997 Minnesota Legislature provided new base funding to University of Minnesota Extension, the College of Natural Resources, and the College of Agricultural, Food, and Environmental Sciences to sustain Minnesota's renewable natural resource-based industries. The legislation included support for three pilot sustainable regional partnerships related to

agriculture and natural resources in Southeastern, Central, and Northeastern Minnesota. Additional legislative funding may be available for similar future statewide efforts.

## Principles of Sustainability

*Adopted by consensus on 9/18/96 by the Minnesota Round Table on Sustainable Development, the Governor's statewide sustainable initiative, these principles were the basis for the design of the work of the Partnership Task Force and are provided as evaluation criteria and a reference points for regional teams.*

The principles established for meeting the needs of the present without compromising the ability of future generations to meet their needs are:

**Global Interdependence** Economic prosperity, ecosystem health and social justice are linked and our long-term well-being depends on all three. Local decisions must be informed by their regional and global context.

**Stewardship** Stewardship requires the recognition that we are all caretakers of the environment and economy for the benefit of present and future generations. We must balance the impact of today's decisions with the needs of future generations.



**Conservation** Minnesotans must maintain essential ecological processes, biological diversity and life-support systems of the environment; harvest renewable resources on a sustainable basis, and make wise and efficient use of our renewable and non-renewable resources.

**Indicators** Minnesotans need to have and use clear goals and measurable indicators based on reliable information to guide public policies and private actions toward long-term economic prosperity, community vitality, cultural diversity and healthy ecosystems.

**Shared Responsibility** All Minnesotans share responsibility for sustaining the environment and economy, with each being accountable for decisions and actions, in a spirit of partnership and open cooperation. No entity has the right to shift costs of its behavior to other individuals, communities, states, nations, or future generations. Full cost accounting is essential for assuring shared responsibility.

### **Regional Sustainable Partnership Task Force Goals for Initiative**

*These comprehensive initiative goals were established as a guideline for the members of each regional task force in writing their own goals.*

- Establish partnerships between the University and the people of Minnesota in a citizen-driven process for identifying and addressing local, regional, and statewide agricultural, environmental, societal and economic issues.
- Direct research, education and outreach dollars to meet agreed-upon local, regional and statewide needs.

- Increase community involvement in and access to the research, education and outreach capacity of the University of Minnesota.
- Foster the development of agricultural and natural resources systems that increase profitability for citizens while enhancing environmental quality and supporting rural communities.

### **Uniqueness of Initiative**

While this initiative is similar to others in some ways, the combination of the following defining characteristics sets this initiative apart from others. This initiative is based on three bedrock principles:

- (a) This initiative is intended to develop and sustain a richer and more vibrant partnership with the citizens of each region and their land grant university
- (b) This initiative is intended to address agricultural and natural resources issues in a manner consistent with sustainable development principles identified as central to this initiative:
- (c) This initiative is based on the concept of active citizenship, which calls on us each to think first and foremost as citizens with a commitment to working through issues and exploring opportunities democratically.

Further, this initiative is enriched by the following conceptual elements:

- "Covenants" - We will work together to create a covenant in each region and across the state to help us be accountable as we strive to fulfill the mission of this initiative. The covenant concept is based on a general agreement regarding accountability of each party.



- "Empowerment focused" - It is our intent to support capacity of regional teams to successfully pursue the mission of this initiative.
- "Partnership approach" - This initiative is a partnership between the University of Minnesota and the citizens of each region, and requires that we work toward and maintain relationships of trust and shared risk to fulfill the mission of this initiative.
- "Based on projects/action/results" - This initiative is intended, through education and research, to lead to significant impact in the regions.
- "Partnerships across colleges" - The University of Minnesota is committing the resources and expertise of the Colleges of: Agricultural, Food, and Environmental Sciences; and Natural Resources, along with the University of Minnesota Extension Service to support the mission of this initiative in the regions.
- "Funding at the local level to target needs" - This initiative is putting resources in the control of regional teams, which are intended to include University of Minnesota faculty, to the fullest extent possible.
- Act as catalyst for sustainable development initiatives in the areas of agriculture, natural resources and tourism, based on local priorities and opportunities.
- Relate this effort to the work of other regional and statewide initiatives.

## Structure and Governance

**An Implementation Task Force (i.e. the Partnership Task Force)** was established to develop a process for implementing the Regional Task Force concept recently funded by the Minnesota Legislature. An initial steering committee was established to recommend implementation recommendations. (See appendix 1 for list of members). The steering committee made the decision to maximize citizen participation from the outset by including 8-10 members of the broader community to create the Task Force. The members of the Task Force described their work as follows:

*"The work of the Partnership Task Force is to develop the process, principles, guidelines, timelines and basic structure for the creation of citizen-driven regional partnerships. These regional agricultural and natural resources sustainable community development partnerships will be between the citizens, the University of Minnesota, other institutions, agencies and organizations."*

## Nurturing Local Development

These are some general guidelines to strive toward in the regions:

- Win support and commitment from public, private and voluntary bodies.
- Attract private and other local resources to leverage U/M resources.

Three regional pilot centers will serve as focal points for the communities and the University to form partnerships that jointly address community identified issues and needs.



### Three Regional Task Forces

**Geographic Areas** The initiative is being piloted in three regions defined by the Partnership Task Force using two primary criteria:

- (1) guidance from the legislature in the development of this initiative.
- (2) defining appropriate scope for definition of regions based on eco-regions classification system (refer to the appendix 2 on Ecological Classification System for more details) and parallel efforts occurring in these regions. The State Facilitation Committee, which will exist to support the capacity of the regional teams, will work with regional teams to expand this initiative statewide when possible. Contact information is listed on the inside front cover of this publication. Each of the three regional pilot centers will have a 15-20 member team. The three regions are as follows:

**Northeast Region** This region includes 7 eco-regions and all of the following counties: St. Louis, Cook, Lake, Carlton. This region also includes portions of the following counties: Koochiching, Itasca, Aitkin, and Crow Wing. The bulk of this region is in ECS Landscape Type 1 known as the Northern and Southern Superior Uplands.

**Central Region** This region includes 1 eco-region, two ECS Landscape types and all or part of the following counties: Cass, East Ottertail, Becker, Hubbard, Crow Wing; Wadena, Todd, and Morrison. The 1 eco-region included is known as the Pine Moraine and Outwash Plains.

**Southeast Region** This region includes 2 eco-regions and all or part of the following counties: Houston, Fillmore, Winona, Wabasha, Goodhue, Olmstead County,

Mower County, and Dodge.

For simplicity, this region may generally be defined as Rochester Plateau and Blufflands.

**Membership** A rotating regional membership is suggested. Balance will be sought on the regional level according to the geographic location, race, gender, age and economic means.

Membership on the regional teams shall reflect a diverse cross-section of interest, but must specifically include citizens who are University of Minnesota faculty and practitioners of agriculture, natural resources and tourism.

**Responsibilities of Regional Team** Work with local community to identify long-term plans for local, regional, and statewide research, education and outreach programs; disperse funds for local and regional research, education and outreach programs.

**Work of Regional Team** To ensure active citizen and community input, methods such as participatory rural appraisal, town meetings and forums, surveying existing planning and needs assessments should be employed. Specifically, the team needs to:

- (1) Identify community assets and strengths.
- (2) Identify key agricultural and natural resources issues and trends in the region.
- (3) Develop a shared set of agricultural and natural resource research, educational and outreach goals for the community which include the economic, community and environmental components.
- (4) Develop the action steps needed to address the needs and achieve the goals.



(5) Create a process to identify Research, Education and Outreach teams (interdisciplinary including farmers, other community members, researchers, University of Minnesota Extension educators) to address those priority goals.

(6) Disperse funds for local and regional research, education, and outreach programs as established by guidelines.

(7) Recruit and maintain on-going membership and rotation on regional teams to maintain balance.

### **Desired Characteristics of Regional Team Members**

The following are general characteristics each team is encouraged to use as criteria when selecting additional regional team members. It is important to think of diverse experiences and viewpoints as a strength in each region.

- Active interest or participation in either sustainable development, agriculture/natural resources, or citizen involvement efforts.
- Ability to work with a diverse group (age, gender, economic means, race, etc.).
- Ability to allow self-interest to shape and be shaped by one's concern for the whole region.
- Willing to deal with the complexity of sustainability issues.
- A strong believer in citizen involvement in partnership with the University Community with its emphasis on education and research.

- Interested in maintaining the integrity of the region while also appreciating the benefits from connections outside the region.
- Concerned about the long-term viability of the ecosystem.
- Believes that there is an ethical dimension to this partnership work and that research can be enhanced by including this dimension.
- Can function in a risk environment. Has the courage to take public/community risks.
- Can keep the focus on agriculture/natural resources landscape in understanding the community.
- An appreciation for the need of process when working in a group.
- An ability to get things done.
- A systems thinker.
- Willing to spend time to help determine the rules and the needed structure by which the regional teams will function.

### **Guidelines for Recruiting Team Members**

The Partnership Task Force will identify an initial core regional team in charge of recruiting additional members to complete the regional teams in a manner consistent with the operating guidelines provided by the Task Force.



The 5 member initial Regional Team will:

- Utilize a nominating/appointment process.
- May choose to use the communicators group (see appendix 5) to develop a brief program overview piece. This piece could be used with individual contacts, and as a basis for media releases, letters in newspapers, and other mediums relevant to local audiences to help publicize the opportunity to participate as a member of the Regional Task Force.
- Develop a brief application/nomination form where potential regional members submit their name, address and a response to two statements:

(1) What are my qualifications to serve on the Regional Task Force?

(2) Why do I want to participate in this process?

- The initial Regional Team members will screen applications, make selections and establish rotations.
- The Regional Team is encouraged to move as quickly as possible to develop a workplan.

### **Funds & Partnership Development**

One million, two-hundred thousand dollars was allocated for this initiative; each of the three sites receives \$200,000 per year. Each region is expected to incorporate a "partnership of funds" model to facilitate the work in each region. The University of Minnesota, including the College of Natural Resources, College of Agricultural, Food, and Environmental Sciences, and the University of Minnesota

Extension Service have collaborated to lead the creation of this initiative. The following are some of the fundamental guiding principles in a "partnership of funds" model:

- Regional teams are encouraged to identify local financial and in-kind resources to support implementation of regional initiatives.
- Regional teams and the Statewide Facilitation Committee will work together to identify related sustainable development and active citizenship efforts and encourage these entities to share resources and funds with our efforts.
- The Statewide Facilitation Committee will lead efforts to identify and attract resources within the University of Minnesota system to support this initiative.
- An expense, reimbursement and honorarium policy will be established to support full participation of regional team members who are not supported by an employer for the purpose of being involved in this initiative.

### **Educator Job Description**

The key staff positions will be called educator positions. The educator at each of the regional centers will play several roles. In broad terms these include: Organizing, Coordinating, Managing, Facilitating, Educating, Developing, and Administration.

The Partnership Task Force recommends that each Regional Task Force center have one full time educator. The goal is that no more than 25% of the cost of the educator support at each center will come from the



\$200,000 allocated for programs at each location. Additional funds for the educator support will come from partnerships with other institutions, organizations, and/or initiatives in the region.

### **Educator Responsibilities**

- (1) Work from an organizing framework and philosophy.
- (2) Guide the recruitment and development of a strong regional team.
- (3) Provide the setting for effective groundwork and orientation for the new regional team members.
- (4) Create and encourage effective communication with all important players, including the public, University partners, and other regional centers.
- (5) Guide strategic planning in building a long-term process for the allocation of funds for research, extension and education efforts and the management/oversight of the use of those funds.
- (6) Guide the work and decision making processes of the regional teams so that the work is done in an open, public manner that encourages co-learning on the part of the public and the University.
- (7) Work as a team, with other regional center staff, to provide leadership and guidance to regional teams.
- (8) Provide for appropriate staff functions and support for the work of the regional teams in dispersing funds, decision making and oversight of funded projects.

- (9) Facilitate, guide, motivate and direct the regional team participants in such a way that the team owns the discussion, the ideas, and the final outcome of their efforts

- (10) Be a true catalyst, encouraging and drawing out the ideas of the team participants, while being careful to not let his/her beliefs influence the team design.

*The achievement and success of the educator position will be measured by the outcomes and success of the regional team, not by the individual efforts and accomplishments of the educator.*

The Partnership Task Force will remain in place until regional teams are formed and a **Statewide Facilitation Committee** is functioning. The Statewide Facilitation Committee will serve as a facilitating and organizing function among the three pilot regional partnerships. The objective of the Statewide Facilitation Committee will be to promote integration of the efforts of all regions. The makeup of the Statewide Facilitation Committee will be the educators and two elected representatives from each regional task force plus two to four members as determined by the deans in consultation with educators and the regional teams. Educators will be permanent members of the Statewide Facilitation Committee; elected members will serve two year terms. Initial representation from the Partnership Task Force will be elected representation from that group; subsequent statewide representation will be determined by the deans of the respective colleges in consultation with the educators and the regional teams.



## Communications Plan

The Task Force, with the assistance of several communicators from the various colleges, established a communications plan (Appendix 4) to provide information on the efforts of the Task Force and the opportunity for citizens to participate. A communications plan identifies: the primary message to relay; the internal and external target audiences; the best mediums to use; a timeline; key spokesperson; media training for spokespersons; and to establish relationships with key media contacts to convey the messages to target audiences. The Task Force strongly encourages each regional team to establish a communications plan early in the process of establishing the regional teams.

## Appendix 1

### Partnership Task Force

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Paul is a graduate of the U of MN College of Ag and has a degree in law from Wm. Mitchell College of Law, St. Paul. He was chosen MN Outstanding Farmer by the MN Jaycees in 1979. He and his family have a family farm corporation that produces wheat, corn, sugar beets and soybeans. He is actively practicing law in a law partnership with offices serving the rural communities of Elbow Lake, Ortonville & Morris. He was a lobbyist for 13 years for the Sugar Beet Growers Association.

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Steven is a resident of Roseville, Minnesota and Associate Dean at the University of Minnesota College of Natural Resources. He has lived in several states and travelled, worked and studied in several countries. His academic work focuses on environmental learning processes, technology adoption, leadership development and public policy development. Steven is a proponent of sustainable development principles in his roles as citizen, researcher and educator.

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Dick is the Associate Director of State and Community Relations at the University of Minnesota. Dick represents the University and serves as a resource to state, federal, and local elected officials and other public and private agencies and organizations for information on University of Minnesota budgets, legislative requests and other related policy issues. Dick's previous professional experience includes vo-ag instructor, crops and livestock farmer, and county extension agent for agriculture and 4-H.

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Archie was raised on a farm in Arkansas and came to the U of M College of Agriculture after beginning OUO correspondence courses during his service in Papua, New Guinea. After finishing his degree in the 1940's, he taught Agriculture in rural Minnesota for ten years. Holmes worked for most of his career in the State Department of Education, where he led the statewide effort on the desegregation of Minnesota public schools. He is now retired, working full-time as a hall aide at South High School and provides training programs for African American parents on involvement in their child's education.

**Joe LaGarde**, Route 2, Box 326a, Waubun, MN 56589, ph 218-935-5531, e-mail [suesnet@tvutel.com](mailto:suesnet@tvutel.com)

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Joe is an enrolled member of the Minnesota Chippewa Tribe and has a long history and solid reputation for community advocacy, rural education, federal rural policy, and community development. In 1996, he received the McKnight Foundation Human Services Award. Joe has extensive expertise in lobbying at the state and federal level; and a deep understanding of institutions, systems, and sustainable community change. He is a former Visions for Change Steering Committee member.

**Scott Peters**, U of MN Extension Service, 146 COB, ph 612-624-3013, e-mail [speters@mes.umn.edu](mailto:speters@mes.umn.edu),  
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Scott recently joined the University of Minnesota Extension Service to focus on Public Scholarship/Public Work. In his past role as research assistant with the Humphrey Institute's Center for Democracy and Citizenship, Scott conducted extensive research into the history and philosophy of the land-grant idea. In his Extension role, Scott works with Extension faculty and staff to document, critically assess, and publish learning and tangible results/outcomes of our educational efforts and partnerships from a civic engagement perspective.



**Gail Skinner-West**, Associate Dean and Director of the University of Minnesota Extension Service, 240 Coffey Hall, St. Paul 55108, ph 612-625-3774, fax 612-625-6227, e-mail gwest@mes.umn.edu

Gail is Associate Dean and Associate Director of the University of Minnesota Extension Service. She has a strong interest in change and transformation as it applies to organizations and systems, leadership, and education. She has helped to create and facilitate many changes and initiatives in Extension over the past ten years and is committed to the goal of developing deeper co-learning partnerships with the public.

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Roger is an Extension Educator in Community Resources working out of the southeast district office in Rochester. He also holds an adjunct appointment on the faculty of the University's Humphrey Institute of Public Affairs. His work involves educational seminars, workshops, and conferences; bringing faculty and students out from campus to work on community issues; and assisting communities, groups, and organizations with strategic planning, goal setting, and leadership development.

**Sister Mary M. Tacheny**, 170 Good Counsel Drive, Mankato 56001-3198, ph 507-389-4238, fax 507-345-6679, e-mail rlpgc@aol.com.

Sister Mary has worked for the past fifteen years as resource person, educational consultant, and activity coordinator on rural concerns for the Diocesan Rural Life directors and the Catholic Bishops of Minnesota. During ten of those years she served as a lobbyist for them. In the process she got to know, work with, and become an advocate for farmers and other rural people. One of Mary's interests is the practice of a more sustainable model of farming than the industrial model. Mary has masters degrees in American Literature and Educational Administration. She has also done post-graduate work in theology and ethics.

**Molly Woehrli**, 302 Maple Street, Northfield, MN 55057, ph 507-645-9619, e-mail mwoehrli@carleton.edu

Molly served as Co-chair on the Settlement Team of the Minnesota Sustainable Development Initiative. She also served as Co-chair on the Sustainable Economic Development and Environment Protection Task Force and has been active with the Cannon River Watershed Partnership and the League of Women Voters.

**Donald Wyse**, Exec. Dir. of MISA and Professor in Agronomy & Plant Genetics in College of Agricultural, Food and Environmental Sciences, 411 Borlaug Hall, St. Paul, MN 55108-1013, ph 612-625-7064, fax 612-625-1268, e-mail wysex001@tc.umn.edu

Don is a Professor in the Department of Agronomy & Plant Genetics in the College of Agricultural, Food and Environmental Sciences, University of Minnesota, St. Paul. In 1992, he was selected as the Director of the Minnesota Institute for Sustainable Agriculture. He has both undergraduate and graduate teaching responsibilities and is the project leader for research related to perennial weed control in agronomic crops.

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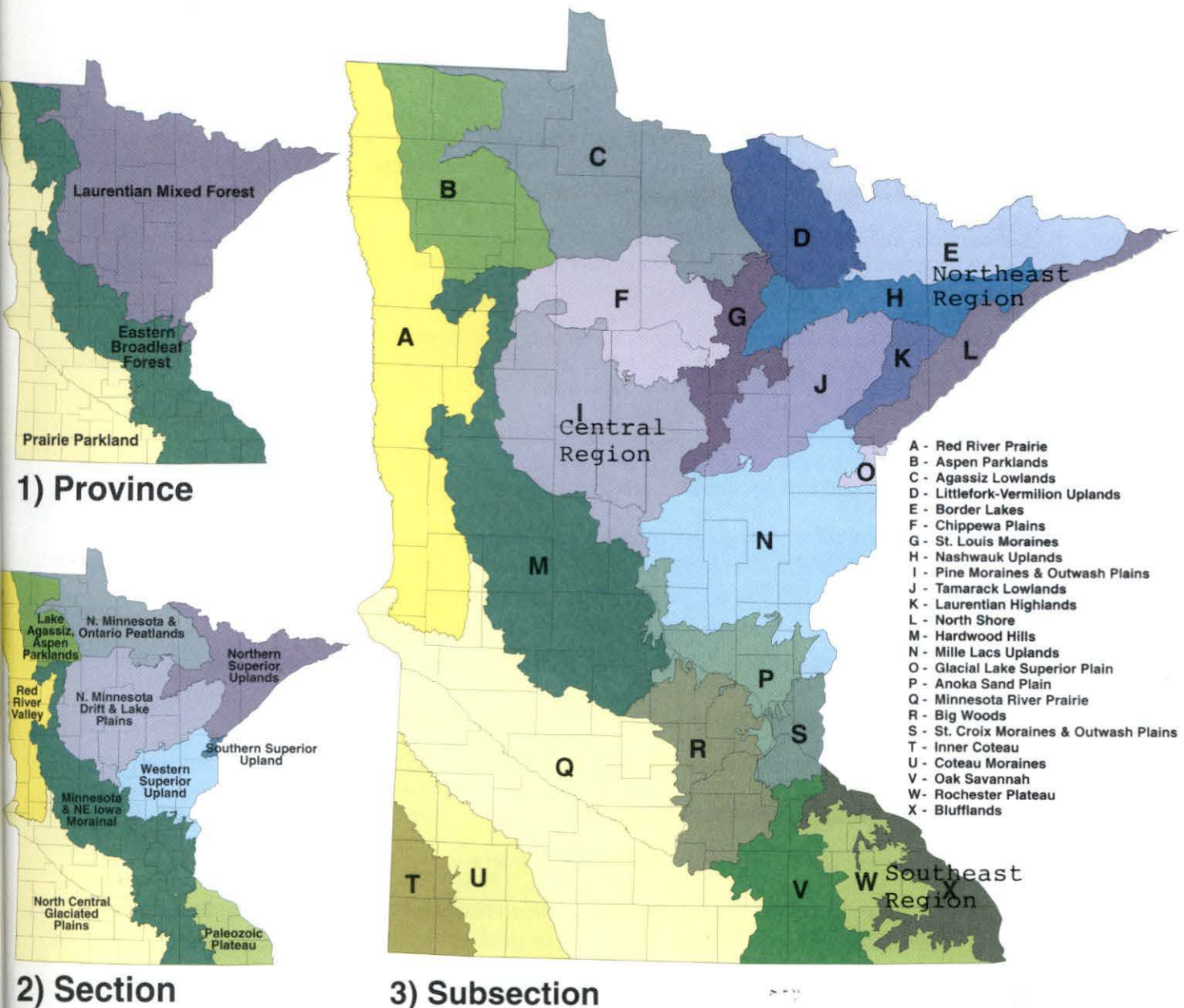
To help individuals, small groups of activists and grassroots community organizations develop visions of social change and economic justice, and then design and implement the appropriate organizations and community development strategies to realize that vision.

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Agricultural communications consultant serving industry, producer cooperatives, small business, and trade associations in resolving conflict and promoting more effective communication to achieve objectives.



# Upper Three Levels of ECS for Minnesota



Compiled by:  
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USDA Forest Service

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## What is an Ecological Classification System (ECS)?

The ECS is part of a nationwide mapping initiative developed to improve our ability to manage all natural resources on a sustainable basis.

- Definition: Ecological Classification System is a method to identify, describe, and map units of land with different capabilities to support natural resources. This is done by integrating climatic, geologic, hydrologic, topographic, soil and vegetation data.
- In Minnesota, the classification and mapping is divided into six levels of detail. These levels are:

**Province:** Largest units representing the major climate zones in North America, each covering several states. Minnesota has three provinces. Example: Eastern Broadleaf Forest.

**Section:** Divisions within provinces that often cross state lines. Sections are defined by the origin of glacial deposits, regional elevation, distribution of plants and regional climate. Minnesota has 10 sections. Example: Red River Valley.

**Subsection:** County-sized areas within sections that are defined by glacial land-forming processes, bedrock formations, local climate, topographic relief, and the distribution of plants. Minnesota has 24 subsections. Example: Mille Lacs Uplands.

**Land Type Association:** Landscapes within subsections, characterized by glacial formations, bedrock types, topographic roughness, lake and stream patterns, depth to ground water table and soil material. Example: Alexandria Moraine.

**Land Type:** The individual elements of Land Type Associations, defined by recurring patterns of uplands and wetlands, soil types, plant communities, and fire history. Example: Fire-dependant Xeric Pine-Hardwood Association.

**Community:** Unique combinations of plants and soils within Land Types, defined by characteristic trees, shrubs and forbs; elevation and soil moisture. Example: Sugar Maple-Basswood Forest.

## What can an Ecological Classification System do?

- Define the units of Minnesota's landscape using a consistent methodology.
- Provide a common means for communication among a variety of resource managers and with the public.
- Provide a framework to organize natural resource information.
- Improve predictions about how vegetation will change over time in response to various influences.
- Improve our understanding of the interrelationships between plant communities, wildlife habitat, timber production, and water quality.

## What are the end products?

- Maps and descriptions of ecological units for provinces through land types.
- Field keys and descriptions to determine which communities are present on a parcel of land.
- Applications for management for provinces through communities.
- Mapping of province, section, and subsection boundaries is complete throughout Minnesota, as shown by the maps on the reverse. The development of other levels is under way.

## Appendix 3

### Partnership Task Force Guidelines and Operating Principles

#### Groundrules for Partnership Task Force Planning Sessions

The following groundrules were established for the work of the Partnership Task Force.

The regional teams will very likely want to develop their own groundrules, but this information is provided for consideration by the regional teams.

- Every discussion will move us toward the goal.
- At the beginning of each session we will review progress to date.
- The agenda for the following meeting will be discussed before the close of each meeting.
- We will use the consensus model for voting--with hand signals of "fist to 5" followed by the opportunity for dissenters to express concerns. Resolution will be attempted, followed by a majority vote. Those voting will have the opportunity to submit a written opinion.
- We will build into the workplan an opportunity for public input and assessment.
- We will create an environment at meetings where criticism and disagreement are acceptable as long as a constructive idea or alternative is offered.
- Everyone will be provided an opportunity to contribute at the meetings.
- No one will be permitted to dominate the meetings and participants will not let themselves be dominated.
- We will honor the past and those who have contributed to our history.
- Anyone wishing to speak will raise his or her hand to be recognized. The facilitator will acknowledge the person and state that the person has the floor.
- We will pay attention to others and avoid side conversations while someone is talking.
- We will say what we think and be honest.
- We will avoid criticizing others for their opinions; everyone has a right to his or her opinion.
- We will avoid making judgments of other's opinions and statements and will listen respectfully to other people's perspectives and opinions.
- We will ask questions when we don't understand.
- Constructive advice will be offered if requested.



## Appendix 4

### Resource Mapping

- (1) Use an existing map, or create a map of the ecoregion/s.
  - Who is relating with whom, who is being left out?
- (2) On a separate page, make a list of some of the key issues facing different communities and ecosystems in your region. Now, add to this list all of the organizations, institutions and individuals that you see being key stakeholders in key issue areas in communities and ecosystems.
  - What are the power dynamics in our region among organizations, institutions and individual leaders, and how will these forces impact our initiative/s?
  - What role might each of the resources identified play in facilitating sustainable development in our region?
- (3) Mark symbols, of your choice, on the map showing where each of the stakeholders are located, and where each of the key issues identified are most significant.
  - What resources, support, or technical assistance will those identified need to support their participation?
  - What primary outcomes/results does each expect from participating in our efforts?
- (4) Now, reflect on the relationships that exists among the resources listed on your map, and between you and each of these resources. Put a checkmark by those organizations you already have a working relationship with. Put an A by those with whom you at least have a key contact. Put a ? by those with whom you currently have no relationship or connection.
  - What logistical issues are raised regarding bringing the diverse constituencies together?
  - Make a list of the resources each may be able to bring to the table ( funding, postage, childcare, transportation, use of needed equipment, technical expertise, etc.)
  - Think about what other issues or questions are raised.
- (5) Design a survey, or a "sustainable development inventory" and send it off to each of the organizations/resources identified. Make phone calls to encourage people to fill it out. Use the information compiled to refine your map with more details.
- (6) After you have refined your map, reflect on what story it tells you about:
  - What are the hottest issues regarding sustainable development in our region?
  - What are the primary tensions regarding "best practices" in our region?
- (7) Finally, prepare a summary of what you have found and share it in your region. Include your assessment of priorities for sustainable development in the areas of research, education and outreach.

## Appendix 5 Communications Plan

**Situation** The development of the Regional Agricultural and Natural Resources Sustainable Development Partnerships offers several communication challenges and opportunities. Groups both within the University of Minnesota and outside need to understand the goals, direction and operation of these partnerships. It is important to communicate in a timely manner to eliminate misconceptions about this effort. As the work of the partnership develops, it will be important to direct messages to appropriate audiences about this program and its progress. The purpose of this plan is first to identify the important audiences for these messages, and then identify key messages as well as plan appropriate communication strategies, with the advice of the Implementation Task Force.

**Target Audiences** Many distinct audiences, both internal and external, will need information about the development of these partnerships. The intensity of their interest is likely to be governed by how closely they are going to be involved.

Directly Involved	Indirectly Involved
<b>Internal U of Minnesota</b>	
-Campus faculty in CNR, faculty in COAFES and Extension	-Other U of M
-Administrators in those colleges	-Central Adminis.
-Extension Educators in the designated regions	-All other EEs -Others
<b>External</b>	
-State Legislators in designated regions and serving on specific committees	-Other Legislators
-Communities in given regions	
-Business groups	-Business groups
-Non-profit organizations foundations engaged in related work (sustainable development, citizen capacity building)	-Non-profit organizations, foundations, etc.
-Agencies (DNR, MDA, etc.)	-Agencies
-Media in designated areas or subject area interest	-Statewide media

**Key Messages** These partnerships represent an evolution in how the University of Minnesota relates to Minnesotans.

The call for greater citizen participation in determining what these partnerships will accomplish.

**Communication Planning Related to Key Decision Points** Targeted communication strategies will be developed to reach specified audiences and to coincide with key decision points of the Implementation Task Force. For example:

(A) When the Implementation Task force has developed operating principles, guidelines and timelines for regional teams as well as a process for developing the three regional task forces.

(B) When the boundaries of the three regions have been determined.

(C) When the regional teams are named and they are given their timeline.

**Key Questions for Implementation Task Force** Will they want citizen input and feedback at this stage? The answer to this question will help decide the focus and range of communication strategies to be used. Is on-going communication important to them? Will there be a key group from the task force (and, later, from each regional team) willing to work with us in the implementation of this communication plan?